

Message Text

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PARIS FOR USOECD

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SUBJECT: PREPARATIONS FOR EDUCATION MINISTERIAL: COMMENTS
ON C(78)7 AND C(78)8
REF: PARIS 23128

1. THE FOLLOWING COMMENTS WERE PREPARED BY HEW'S OFFICE
OF EDUCATION ON C(78)7 AND C(78)8 AS REQUESTED REF.

2. COMMENTS ON ED(78)7:

A. ED(78)7 IDENTIFIES SOME AREAS OF MAJOR CONCERN IN U.S.
PRIORITIES, PARTICULARLY I(A), "THE MAINTENANCE OF
EDUCATIONAL STANDARDS AND THE SUPPLY OF BASIC SKILLS,"
AND II, "THE PURSUIT OF EQUALITY OF EDUCATIONAL OPPORTUNITY,
BOTH AMONG HIGHEST PRIORITIES OF U.S.O.E.

B. DISCUSSION OF PRIORITY II LEAVES IMPRESSION NO OECD
MEMBER COUNTRY HAS YET SUPPLEMENTED ATTEMPT TOPROMOTE SOCIAL
EQUALITY THROUGH GENERAL EXTENSION OF EDUCATIONALOPPORTUNITY
WITH MORE TARGETED APPROACH TO SPECIFIC DISADVANTAGED
GROUPS. TARGETED APPROACH ALREADY UNDERWAY IN U.S., WITH
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MAJOR PORTION FEDERAL FUNDS FOR EDUCATION DEVOTED ASSISTING
DISADVANTAGED. REVISION OF TEXT WOULD SEEM INDICATED.

C. PARAGRAPHS 16 AND 18 DISCUSS RELATIONS BETWEEN EDUCATION
AND WORKING LIFE THAT COULD APPROPRIATELY BE TAKEN UP UNDER
THEME II.

D. SINCE DEVELOPMENT OF POLICY REFERRED TO IN PARAGRAPH

17 DOES NOT FALL WITHIN AREA OF RESPONSIBILITY OF EDUCATION MINISTERS ALONE, IT SEEMS INAPPROPRIATE ASK THEM TO "AGREE" ON THIS MATTER. THE NATURE OF THE PARAGRAPH SHOULD GENERATE SOME LIVELY DISCUSSION.

E. PARAGRAPHS 19 AND 20 INTRODUCE SUBJECTS NOT INDICATED BY MAJOR HEADING (III. COMBATting THE MARGINALIZATION OF YOUNG PEOPLE) AND NOT IDENTIFIED EARLIER IN DOCUMENT AS PROPOSED PRIORITIES. SECRETARIAT MAY WISH CONSIDER WHETHER IT WISHES PRESENT SUBJECTS AS SEPARATE FIFTH PRIORITY OR PERHAPS AS SUB-ITEM UNDER PRIORITY IV.

F. PROPOSALS IN PARAGRAPH 20 NOT NECESSARILY OR SOLELY WITHIN AREA OF RESPONSIBILITY OF MINISTERS OF EDUCATION, AND NOT CLEAR HOW EDUCATIONAL POLICY ALONE CAN PROVIDE COOPERATIVE FRAMEWORK.

3. COMMENTS ON ED(78)8:

A. AUTHORS APPARENTLY HAD IN MIND TYPE OF SYSTEM DIFFERENT IN SEVERAL RESPECTS FROM THAT OF U.S.; VARIOUS STATEMENTS CLEARLY NOT APPLICABLE TO U.S. DOCUMENT SHOULD BE REVISED FOR CLARITY AS WELL AS RELEVANCE TO HELP FOCUS DISCUSSION.

B. STRUCTURING OF DOCUMENT ON BASIS OF LEVELS OF EDUCATION AND FACT REFERENCES TO CERTAIN ASPECTS OF EDUCATION ARE UNCLASSIFIED

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MADE ONLY IN COMPULSORY EDUCATION SECTION MAY TEND RESTRICT DISCUSSION THESE ASPECTS ACROSS ENTIRE SPECTRUM OF EDUCATIONAL LEVELS. WE ASSUME PARTICIPANTS WILL NOT BE RESTRICTED THIS WAY.

C. DOCUMENT GIVES MORE THAN SUFFICIENT EMPHASIS TO PROVISION NEW AND DIFFERENT TYPES OF COURSES. HOWEVER, TOO LITTLE ATTENTION DEVOTED TO COMPANION SUBJECTS OF EQUAL IMPORTANCE: CAREER EDUCATION, GUIDANCE AND ORIENTATION, REFERRED TO ONLY BRIEFLY IN ONE SECTION OF DOCUMENT. THESE SHOULD BE GIVEN FURTHER EMPHASIS.

D. DOCUMENT MIGHT ALSO EMPHASIZE MORE THE NEED OF TODAY'S YOUTH TO ACQUIRE ADAPTABILITY SKILLS AS WELL AS SET OF SPECIFIC ENTRY LEVEL VOCATIONAL SKILLS.

E. AT MAY 1978 EDUCATION COMMITTEE MEETING U.S. INDICATED SECOND SUB-THEME, ROLE OF EDUCATION IN TRANSITION TO WORKING LIFE, NOT ADEQUATELY COVERED IN OUTLINE OF DISCUSSION PAPER. U.S. HAS SAME REACTION TO DISCUSSION OF SECOND SUB-THEME IN THIS DOCUMENT. SINCE FIRST SUB-THEME DISCUSSED IN SECTION "PREPARATION FOR WORKING LIFE DURING COMPULSORY

EDUCATION," WE ASSUME SECRETARIAT INTENDED COVER SECOND SUB-THEME IN UPPER SECONDARY AND HIGHER EDUCATION SECTIONS. THESE SECTIONS DISCUSS COURSES OF STUDY. ROLE OF EDUCATION IN PROVISION OF OCCUPATIONAL INFORMATION, COUNSELLING AND GUIDANCE SHOULD ALSO BE INCLUDED. IN ADDITION, ALTHOUGH DOCUMENT STATES IN PARAGRAPH 5 THAT TRANSITION IS SPHERE OF COOPERATION BETWEEN EDUCATION AND OTHER AGENCIES, IT OMITTS DISCUSSION OF ROLE OF EDUCATION IN THIS COOPERATIVE RELATIONSHIP.

F. MATTERS DISCUSSED IN PARAGRAPHS 13-15 NOT RESPONSIBILITY OF EDUCATION MINISTERS ALONE; IT SEEMS INAPPROPRIATE ASK THEM ENDORSE OR AGREE TO IDEAS OR PROPOSALS PRESENTED
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THESE PARAGRAPHS.

G. U.S. IS PREPARED TO DISCUSS ITS EXPERIENCE AND EFFORTS TO COMBINE ELEMENTS OF PUBLIC AND PRIVATE WORK EXPERIENCE, VOCATIONAL AND CAREER EDUCATION, CREDENTIALING AND ACADEMIC CREDIT PRACTICE, AND SUCH TRANSITION SERVICES AS CAREER INFORMATION, GUIDANCE, AND PLACEMENT. CHRISTOPHER

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